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| **W**here is the work headed? Why is it headed there? What are the student’s final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? |  |

H

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| **H**ook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks. | In trying to connect this unit to student’s lives, one of our essential questions deals with moving in general. I will begin the unit by having students all move within the taped off square of room. It will be crowded, but not uncomfortably so. I will initiate questions such as: Who would like to move to a more open part of the classroom? How many would like to move? Why? (Again, pacing questions and responses to allow for all students to comprehend.) When students have discussed reasons for wanting more space, I will have them move back into their seats and begin the day’s lesson. Next I will share era pictures of crowded city slums, so that students get an understanding of the living environment in the 1800’s. |

E

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| **E**xplore & **E**quip. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads & hunches, research & test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skills & knowledge. Have them experience the ideas to make them real. |  |

R

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| **R**ethink & revise. Dig deeper into ideas at issue. Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, & discussion. |  |

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| **E**valuate understanding. Reveal what has been understood through final performances & products. Involve students in a final self-assessment to identify remaining questions and set future goals, |  |

T

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| **T**ailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective. |  |

O

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| **O**rganize and sequence the learning for maximal engagement and effectiveness, given the desired results. |  |